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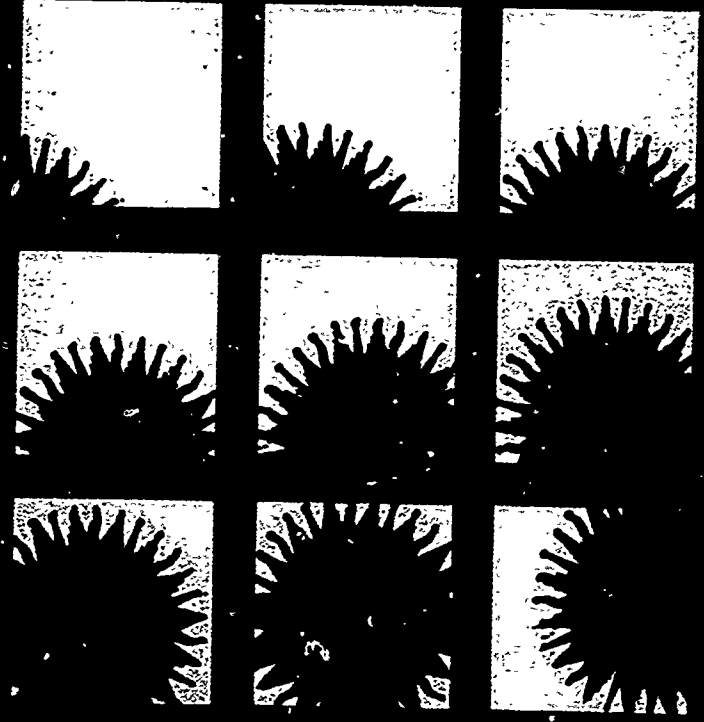
ABSTRACT

This summary report presents a synthesis of discussions at a national colloquium on "Mastery Leadership in Student Development Services," sponsored by the American College Testing Program and the National Council on Student Development. Following introductory material on the colloquium, "Beyond Management to Leadership," by John S. Keyser, this report explores the difference between management and leadership, maintaining that the scientific study of leadership has been a neglected topic in graduate schools, which prepare most students to manage but not to lead. Keyser calls for a concern with "holistic leadership," that is, a synthesis of doing and defining and creating and anticipating. Next, in "Building and Maintaining Trust," Keyser encourages student development professionals to take the lead in managing trust, and suggests five trust-building strategies. "The Deployment of Self," by Richard D. Rowray, stresses the importance of self-leadership and self-management, concluding from interviews with exemplary admissions and guidance services officers that outstanding leadership is accompanied by high levels of positive self-regard. The final sections present position papers resulting from the 1985 colloquium and its predecessor: "1985 Traverse City Statement: Toward Mastery Leadership in Student Development Services" and "1984 Traverse City Statement: Toward the Future Vitality of Student Development Services." (RO)



TOWARD MASTERY LEADERSHIP IN STUDENT DEVELOPMENT SERVICES

Summary report of a colloquium
held at Traverse City, Michigan
July 1985

ACT

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The presenters provided the structure for focus on four central aspects of leadership. Linda Dayton, Dean of Student Development at Johnson County Community College, addressed "Attention Through Vision." R. Stephen Nicholson, President of Oakland Community College, discussed "Meaning Through Communication." John Keyser presented thoughts on "Trust Through Positioning," and Rich Rowray addressed "The Deployment of Self."

The authors acknowledge a profound debt to Warren Bennis and Burt Nanus, whose Leaders, The Strategies for Taking Charge (Harper & Row, 1985) provided

the source material for the colloquium.

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Introduction

John S. Keyser

This is a summary report of a national colloquium on "Mastery Leadership in Student Development Services." Sponsored by The American College Testing Program and the National Council on Student Development, an affiliate council of the American Association of Community and Junior Colleges, 39 two-year college student development leaders convened at Northwestern Michigan College in Traverse City, Michigan, in July 1985. Most of the administrative costs for the colloquium and for the publication and distribution of this report were borne by The American College Testing Program.

Four presenters helped stimulate and clarify the thinking and discussion that culminated in The 1985 Traverse City Statement: Toward Mastery Leadership in Student Development Services (chapter four). The Statement was an effort to relate the conclusions drawn by Warren Bennis and Burt Nanus in their book Leaders, The Strategies for Taking Charge to those occupying leadership roles in student development services. It represents a synthesis of the comments which were summarized by the five group leaders after their groups had discussed these questions:

How can we be better managers of vision?

How can we be better managers of meaning?

How can we be better managers of trust?

How can we be better managers of self?

The 1985 Traverse City Statement is an outgrowth of The 1984 Traverse City Statement: Toward the Future Vitality of Student Development Services, which is reprinted in Chapter 5. The 1984 Statement evolved from a similar collaborative effort between The American College Testing Program and the

National Council on Student Development. It sets forth a philosophy and purpose for the student development professional, identifies seven major issues and challenges, and recommends an agenda for national and location action for each. Since it was printed in the spring of 1985, it has stimulated serious discussion among student development professionals in most states. It is reprinted here because of continuing demand and because it defines the major issues and challenges which face student development leaders. It has also served as a basis for goals established by the National Council on Student Development. One of these was to "plan and implement leadership development programs for chief student development professionals and for potential chief student development professionals."

In chapter one, "Beyond Management to Leadership," the author explores the difference between management and leadership. He maintains that the scientific study of leadership has been a neglected topic in graduate schools -- where most students are prepared to manage but not to lead. "Holistic leadership" is an art and a science, a combination of "right-brained" traits and "left-brained" traits. It is a synthesis of doing and defining and creating and anticipating. The author also develops the point that the context for Industrial Age managers was distinctly different from the evolving context for Information Age leaders. The dramatic change is observable in eight variables and amounts to a paradigm shift. This new paradigm is a new way of understanding the skills and abilities needed by contemporary leaders.

In "Building and Maintaining Trust," the author elaborates on one of the characteristics of effective leaders. Leaders must be the epitome of clarity, constancy, and reliability, for this is the basis for maintaining and building trust, the "emotional glue" which binds followers and leaders together.

Student development professionals are encouraged to take the lead in managing trust. They should define trust as important and attempt to measure the level of trust in their areas of responsibility. They should understand that there are three assumptions, held by many managers, which explain why trust is so difficult to develop and maintain. Five trust-building strategies are suggested to assist leaders of student development to become better managers of trust.

In the third chapter, Richard Rowray elaborates on "The Deployment of Self." He raises two provocative questions: "Can one be a leader of others without being a leader of self?" and "Can one be a manager of others without being a manager of self?" The answers to these questions were based on information collected by the author in visiting a number of exemplary admissions and guidance services offices. The author concludes that these operations were outstanding because they were led by people who had high levels of positive self-regard. Their self-regard manifested itself in three consistently-observed characteristics. They were all innovators-improvers, support builders, and influencers-persuaders.

NOTE: A copy of this report has been sent to each community college in the country. Additional copies are available from The American College Testing Program or the National Council on Student Development.

Beyond Management to Leadership

John S. Keyser

There's a growing recognition of the difference between management and leadership. Managers generally are defined as having a primary concern for efficiency or "doing things right," and leaders are defined as having a primary concern for effectiveness and "doing the right things."[1] This difference in focus, although somewhat intuitively obvious, has not been theoretically operationalized or broadly studied. The recent criticisms of MBA programs underscore this conclusion. Abraham Zaleznik, a Professor of Leadership in the Harvard Business School, observes, "In management education over the last two decades, students have been taught to be utilitarians and calculators."[2] S. V. Martorana in Today's Academic Leaders states, "Leadership as a function to be performed by administrators at any level is an almost totally neglected topic of research in the course of the community college movement . . . Attempts to examine scientifically the function of leadership in administration are virtually nonexistent except for some scattered studies (typically as case-studies at the dissertation level) of the contributions made by particular scholars or administrators." [3]

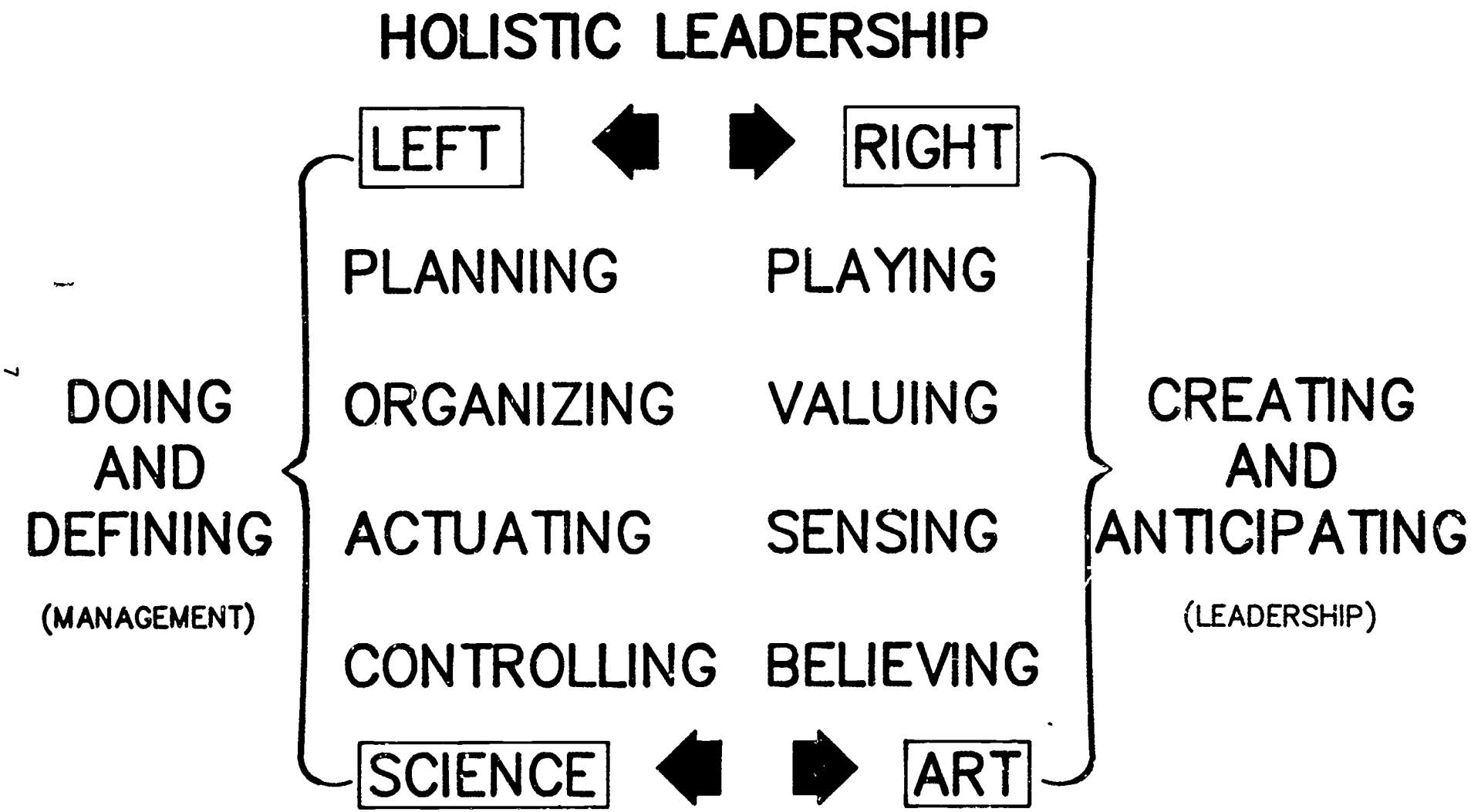
While the need for strong leadership has been a clarion call in most sectors of American society, and while the presence of certain leaders must be acknowledged, it has remained a little understood phenomenon. "Because of the lack of penetrating studies of their performance, no one really knows whether it is by skill or art, or by some combination of the two, that some community college administrators rise to high levels of leadership when others do not."[4]

Figure 1 is an attempt to conceptually address this question and, very generally, define the difference between management and leadership. This model is based on the assumption that leadership is an extension of sound management. Borrowing from right brain/left brain theory, management and leadership are best explained as separate but closely related dimensions of behavior.

Neurological research on the brain has increased exponentially in the past decade. Although there is still disagreement about what this research implies, the most widely accepted construct maintains that the left hemisphere of the brain is characterized by verbal, numerical, linear, rational and logical thought. The right hemisphere of the brain is characterized by intuitive, imaginative, perceptive and spatial thought. The performance of most simple tasks can be classified as "right brained" or "left brained." Most complex behavior involves some complex integration of functions characteristic of the left brain and the right brain. The tissue which connects the two hemispheres of the brain and which is believed to facilitate their integration is the corpus callosum. This is the neurological mechanism for making us "whole brained" thinkers and doers. The mysteries of the corpus callosum reflect the difficulty of reducing to words a scientific definition of management and leadership. "Holistic" management and "holistic" leadership must be regarded as concepts.

Is it possible to be a good manager without being a leader? Is it possible to be a good leader without being a manager? In both cases, probably yes. Most of us can cite examples of people who are very subjectively put into each of these categories. Perhaps their corpus callosum does not function as well, or they have an over-developed right or left brain. The prototype manager-nonleader would have well-developed talent for

Figure 1


HOLISTIC LEADERSHIP
LEFT
RIGHT
PLANNING
PLAYING
ORGANIZING
VALUING
ACTUATING
SENSING
CONTROLLING
BELIEVING
SCIENCE
ART
DOING AND DEFINING
(MANAGEMENT)
CREATING AND ANTICIPATING
(LEADERSHIP)

planning, organizing, activating and controlling. The military taskmaster is the classic example of the left-brained manager who has mastered the science of getting things done, but who also inspires the dislike of followers. The tools of the task master are management by objectives (MBO), management information systems (MIS), planning programming and budgeting (PPB) -- all grounded in "left brained," linear, logical, rational, numerical and verbal activity. This, after all, is the substance of most management training.

The prototype leader-nonmanager would have well-developed talent for creating and anticipating new directions and opportunities. He would rely on well-developed, right-brained traits such as playing (humor), valuing, sensing and believing. Tom McCall, Oregon's ex-governor, has been labeled an excellent leader and a lousy manager. He used his playfulness and sense of humor to attract, entertain and leave exciting images in the minds of his followers. He had a strong sense of values which made him easily understood and a "real" personality. He seemed to possess great insight into the future and captured the imagination of people about making Oregon a better place. He believed adamantly in a program of action to create a positive future and he was able to stimulate others to share this belief. Tom McCall was an exciting, charismatic figure. He was not, however, concerned with the details of management. He over-delegated and neglected to nurture the transition of ideas into action. His leadership was an artistic one, capturing followership through a personality which initially emerged on TV and radio. The style of Ronald Reagan evokes an interesting parallel.

In summary, management is a science of defining order out of ambiguity and doing things right, understood by the behaviors emanating from the rational and analytical left brain. Leadership is an art of creating and anticipating new directions and gaining followership through the behaviors

emanating from the right brain. The perfect leader, who only exists as an ideal type, would use the full capacity of both cerebral hemispheres. Holistic leadership is inclusive of strong management and transcends it.

Graduate school management programs aimed at training the new captains of educational, industrial, health, social, business and governmental organizations have, generally, made few attempts to train and develop the right-brained dimensions of leadership. This may well explain their major flaw. Perhaps the architects of these programs should assume that leadership is an art and a science and attempt to develop and nurture leaders from a holistic, generic framework. This would be a significant departure from the assumption that we must train, for example, educational administrators in a different way than we train hospital administrators because they need different skills for their different management roles. Our segmented, departmentalized approach to conveying blocks of information through different courses has obscured the forest for the trees. Rather than nurturing leaders, graduate programs have emphasized the subsets of management environments.

Because of its ephemeral character, leadership is difficult to analyze and study. It simply does not fit the constructs of statistical analysis, the basis for most dissertations. In addition, leadership has a highly situational character. History makes some leaders. Warren Bennis said it best: "Any text without context is pretext." There simply is no theory or model that explains leadership in any and all situations. There are too many variables that interact and confound.

The capacity of a leader to read the environmental context, to maintain a balance between over-flexibility and inflexibility, is a continuing challenge. The appropriate response to different situations is, perhaps, one of the best measures of the judgment which constitutes mature leadership. A

leader who is too flexible and too quick to adapt may lose integrity. A leader who is too rigid becomes insensitive to environmental change and soon out of place in new realities.

What is the generalized context for contemporary leaders? How have their responses been changing over the recent decades?

LEADERSHIP FOR A NEW REALITY

As American society made the transition from the Agricultural to the Industrial Age, there was a certain model for successful management which was accepted. This model, best exemplified in the writings of Frederick Taylor and his theories of scientific management, was successfully applied in the factories and businesses which developed in the late 1800s and early 1900s. As we have moved beyond the Industrial Age and into the Information Age, a new context for the modern leader (and manager, too) has emerged or is emerging. These eight propositions capture the substance of this new reality and constitute a generalized prescription for holistic leadership in the Information Age. They are offered as an imperfect and incomplete summary of the strands of thought which run through much of the contemporary literature about management and leadership. Taken together, these propositions amount to a new model for leadership, distinctly different from Taylor's scientific management. When the two models are compared, the contrast is dramatic. Such a departure is a paradigm shift, a revolutionary new way of understanding the demands which the contemporary American environment places on leaders and the abilities which these leaders must have to be effective. Figure 2 summarizes this paradigm shift from management in the Industrial Age to leadership in the Information Age.

Figure 2

PARADIGM SHIFT

FROM		TO
INDUSTRIAL AGE MANAGEMENT	➡	INFORMATION AGE LEADERSHIP
BOUNDARY DEFENDING	➡	BOUNDARY SPANNING
CONTROLLING PEOPLE	➡	EMPOWERING PEOPLE
WORKING COMPETITIVELY	➡	WORKING COOPERATIVELY
PRODUCT FOCUSING	➡	PROCESS FOCUSING
ORGANIZING RIGIDLY	➡	ORGANIZING FLEXIBLY
MANAGING QUANTITY	➡	MANAGING QUALITY
GUARDING INFORMATION	➡	SHARING INFORMATION
EMPHASIZING RATIONALITY	➡	ADDING INTUITION AND CREATIVITY

Managers of the Industrial Age were conditioned to defend the boundaries of their organization; leaders of the Information Age are learning to span boundaries.

In the industrial model, organizations were viewed as consisting of a number of sub-units, each having a function or "boundary" which separated it from other sub-units. Workers were placed in these sub-units with narrowly defined roles and position descriptions. They also had boundaries which tightly defined and limited their range of action and activity. Organizational managers tended to operate within a self-confinement, defending self-imposed organizational boundaries against encroachment by other organizations.

Within many contemporary organizations, there is a growing recognition that complex problems are solved best by developing teams, informal networks, and ad hoc groups which represent a number of administrative units. Reporting lines become blurred, and although some definition of "who's the boss" remains necessary, the traditional chain-of-command concept becomes too confining. In this new problem-solving framework, experts tend to become more aware of other facets of organizational operation, putting their specialization in a broader context. The specialist, as she develops working relationships with other specialists to define college-wide problems, is also the generalist. This boundary spanning significantly contrasts with the tight control and maintenance of separate organizational units, where each manager competes for power, resources and positions. Although such traditional managers still populate most organizations, successful boundary spanners are, more and more, recognized as necessary ingredients to problem-solving in complex organizations.

The same phenomenon is occurring between and among organizations. Commonly known as networking and coalition-building, a multitude of cooperative ventures have been invented. The success of Japanese private-public sector collaboration has served as a basic contemporary benchmark for nearly all American organizations. Financial pressures on community colleges and the quality movement throughout education have led to escalating emphasis on developing integrated working arrangements with business, industry, high schools, colleges, government and social service agencies.

From a national perspective there continues to be increasing acknowledgement of a spaceship earth and a global village. Private and public coalitions, which span the borders of various constellations of the world's countries, constitute a rich and growing mosaic.

Managers of the Industrial Age were trained to control people; leaders of the Information Age are learning to empower people.

The idea that managers should control employees is deeply imbedded in our organizational tradition. Taylor's scientific management, MacGregor's "Theory X," and the military model are all built on the assumption that people occupying top-level positions control and direct employees. The Industrial Age was characterized by captains of industry who steered the organizational ship by defining production goals and keeping employees on rigid work schedules.

There has been a shift away from the practice of top-down management and toward the practice of involving people in all phases of the work environment. The Hawthorne experiments demonstrated that paying attention to employees has a positive impact on outputs realized. MacGregor's "Theory Y" and the principles of democratic management have been growing in popularity for several decades. Various contemporary permutations of these theories seem to

go even further in suggesting that employees are most productive when they work within broadly-defined parameters, setting their own objectives, directing their own work and controlling their work environments. Managers who are overzealous in controlling their organization's environments are criticized for stifling the latent creativity and enthusiasm for work which most employees are believed to possess. Successful leaders are able to gain commitment to higher levels of productivity by orchestrating broad involvement and inspiring enthusiasm, and by maintaining a clearly defined organizational purpose and market niche. Leaders are faced with the charge of empowering and enabling fellow-workers through a constantly-evolving, dynamic process of interaction.

The contemporary leader is a mediator-negotiator, a developer of the human potential, a nurturer of talent and creativity far different from the authoritarian style of those who led the industrial revolution. Although a speculation which needs to be tested, many of the builders of community colleges in the 50's and 60's were of this genre, more authoritarian than the second and third generation of community college presidents and deans.

Implied within the concept of empowering people is the notion that leadership occurs throughout an organization, not just from the top. Effective leaders try to manage the expansion of leadership by developing a sense that every employee can contribute to improving the organization. Quality circles, open staff meetings, focus groups, active solicitation of suggestions are mechanisms which encourage the growth of organization-wide leadership.

The traditional concept of power as having a finite quantity which is the exclusive province of the executive assumes a different dimension. Power becomes an energy with limitless potential which resides in all people who are

part of or interact with an organization. The leader is a social architect and social inventor who energizes employees to become more creative, more responsible, more productive.

Managers of the Industrial Age were conditioned to be competitive; leaders of the Information Age also value cooperation.

Paralleling the shifts from boundary defending to boundary spanning and from controlling people to empowering people, is the shift from working competitively to working cooperatively. Without denying that competition remains a positive incentive in many contexts, and that some leaders purposely structure a certain amount of it, leaders increasingly start with the assumption that win-win as opposed to win-lose solutions need to be designed. Lessening resources for organizations in the public sector, increasing pressures from world markets for organizations in the private sector and examples of collaborative arrangements between the public and private sector in this country and abroad, have given practical impetus to this trend. Increasing numbers of organizations, for example, are experimenting with different collective bargaining models which attempt to transcend traditional advocacy approaches and achieve mutually beneficial positions.

Industrial Age managers were conditioned to be product oriented; Information Age leaders are also process oriented.

Success in boundary spanning, empowering people and working cooperatively is dependent on a process which must be constantly developed and maintained. This recognizes an environment which is in a state of flux and contrasts with a preoccupation with outputs and products appropriate to the more static period of the Industrial Age. Gleazer's emphasis on community colleges as having "the community as process and product" represents a departure from the "factory model" of education where the role of education

ended when students were graduated.[5] The growing need of staff development programs as a means of ensuring the growth of the human resource, the projections about people changing jobs four or five times during their lifetimes, and the recent interest and study of mid-life transitions underscore the fluid nature of society.

Contemporary strategic planning models put strong emphasis on leaders assuming a proactive role to manage a continuing system of planning where the process of planning is as important as its product.

Industrial Age managers structured their organizations rigidly; Information Age leaders structure their organizations flexibly.

To structurally accommodate and encourage all employees to network, problem-solve and develop cooperative working relationships, different organizational arrangements have been devised. Some structures have been "flattened" to lessen the number of formalized levels of authority. Others have been "tightened" to decrease the number of managers, encouraging others to assume more responsibility. Financial pressures have been a catalyst for the evolution of different organizational models in some community colleges, like the merging of student services with instruction. Efforts have been made to structure a healthy balance between centralization and decentralization and to experiment with quality circles which intend to involve people in their work areas. Increasingly, organizational structures recognize that the horizontal flow of information is as important as the vertical flow of information and communication from the bottom up is as valued as communication from the top down. Key decision-making groups are being expanded to include representatives of all constituent groups. Ad hoc work groups are being established which allow communication to occur across the traditionally-defined organizational boundaries. Matrix style organizations place a person

in one group for certain types of decisions and in other groups for other kinds of decisions.

All of these changes point to organizations which are structured for the short-term and for flexible response to a fluid environment.

Industrial Age managers focused on providing quantities of goods and services; Information Age leaders are more concerned with quality.

Most American organizations have had to confront growing competition from the international market and the growing sophistication of consumers. Community colleges have been challenged by the quality movement in education to raise standards and accelerate the development of the human resource. The emphasis on quality has been fueled by a leveling of enrollments, increasing economic pressures and competition from other postsecondary organizations (public, private, and corporate).

This focus on quality is distinctly different from the focus on growth of just a decade ago. During the decade of the 60's, when an average of one community college opened each week, community college managers were busy building structures, establishing new programs, and hiring personnel. In the late 70's and 80's, managers were attempting to maintain their buildings, improve and consolidate instructional programs and implement staff development systems. In addition, they were becoming more aggressive in marketing their colleges and improving student retention through improved assessment, course placement, and intervention strategies.

Leading an organization in a period of stabilization or decline is a different challenge than leading an organization in a period of growth. Improving quality through the more effective and efficient targeting of resources becomes a necessity. Accomplishing this when the quantity of resources and students is diminishing means doing more with less.

Industrial Age managers protected and guarded information; Information Age leaders are learning the value of sharing information.

Information management has become an increasingly important part of the leader's role. The computer is the grand facilitator of improved information management, making it possible to analyze complex problems as they never could be in the BC (Before Computer) period. As management information systems have become more sophisticated and as computer terminals have spread (in a few organizations to nearly every desk), more information has been available to more people. This has contributed to the realization that sharing information is a more effective strategy than guarding or protecting information. Developing a management information system that is broadly-understood and utilized enables more people to become involved in decision-making and to understand the rationale for decisions. An open exchange of information is an important ingredient of boundary spanning, cooperation, and quality improvement systems. Since information is power, people are empowered and energized to perform when they are partners in the interpretation and utilization of information.

Industrial Age managers were trained to be rational and analytical; Information Age leaders are learning to use their imaginations and intuition.

During the past several decades there has been a plethora of books on teaching, learning, and managing styles. Some of these have been grounded on neurological studies of the differences between the left hemisphere of the brain (where rationality resides); others have been more impressionistic. Together, though, these works have pioneered concepts and theories about new dimensions of the mind. They have given us a more sophisticated basis for understanding human behavior and applying this understanding to management and leadership roles (see Figure 1).

Weston Agor, a political scientist and psychologist, wrote the recently published book, Intuitive Management. He maintains that intuition can be a useful managerial tool. After taking a poll of 2,000 managers in a variety of corporate and agency settings in 1982, Agor discovered that those who had trusted their intuitions had become the most successful.[6]

A book entitled A Whack on the Side of the Head by Roger von Oech presents a formula for "unlocking your mind" for innovation and creativity. A number of techniques are suggested for releasing the underutilized and undertrained mind to innovate and overcome self-imposed mental blocks.[7]

SUMMARY

Information age leaders will need to engage in an intense and continuing process of learning to keep pace with the emerging context and the new paradigm.

Ultimately, their success will depend on the interplay of the "left brain" traits of planning, organizing, activating, controlling and the "right brain" traits of playing, valuing, sensing, and believing. They will need to create opportunities, energize other people, put their organization in new proximity with other organizations, be adept at change, and engage in a continuing quest for excellence for both a better product and a better self.

They will need to be like the tight-rope walker, skilled in maintaining a balance between the extremes of Industrial Age management and Information Age leadership. For example, they will need to organize flexibly, but not so flexibly that there is no purpose and control. They will need to link efforts with other organizations, but not let this dilute the character of their own service. They will need to empower people through a process of involvement, but not create exorbitant transactions which confuse and delay. They will

need to share information, but not overload the channels of information exchange. Like the tight-rope walker, they will need to maintain a strong belief that the task, the purpose, and the direction are exciting and important.

This commitment and judgment are the outstanding characteristics of the tight-rope walker and the leader.

Notes

1. Bennis, W. and Nanus, B. (1985). Leaders, the strategies for taking charge. New York: Harper and Row.

2. The Oregonian, November 3, 1985, pp. 7.

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5. Gleazer, E. J., Values, vision and vitality. Washington, D.C.: American Association of Community and Junior Colleges.

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Building and Maintaining Trust

John S. Keyser

Warren Bennis in his recent book, Leaders: The Strategies for Taking Charge, concludes that the 90 leaders he studied all were excellent managers of trust. His notion of trust is best described in this paragraph:

> "Trust is the emotional glue that binds followers and leaders together. The accumulation of trust is a measure of the legitimacy of leadership. It cannot be mandated or purchased; it must be earned. Trust is the basic ingredient of all organizations, the lubrication that maintains the organization . . . it is as mysterious and elusive a concept as leadership -- and as important."[1]

Bennis develops the theme that trust is developed and maintained through positioning. Positioning is the set of actions necessary to implement the vision of the leader. If vision is the idea, then positioning is the niche the leader establishes. For this niche to be activated, the leader must be the epitome not only of clarity, but of constancy, of reliability. According to Bennis, by establishing the position -- and, more importantly, staying the course -- the leader establishes trust.

A recent study implied that there has been a significant erosion of trust in most types of American leaders.[2] Between 1966 and 1979, the proportion of Americans with a great deal of confidence in the leaders of social institutions declined from an average of 45 percent to an average of 21 percent. (Note: Although confidence and trust are different concepts, the assumption is made that in this context there is substantial overlap. Confidence implies "in the public trust.") The confidence level declined by one half in nearly all areas! The percentage of Americans with a great deal of confidence in doctors declined from 73 percent to 30 percent; for educators there was a decline from 61 percent to 33 percent; for religious leaders a decline from 41 percent to 20 percent; for congressional leaders a decline

from 42 percent to 18 percent; and for leaders of organized labor a decline from 22 percent to 10 percent. Other groups of leaders that experienced similar 50 percent declines in this confidence measure included those from religious, business, and military organizations. The only group that did not suffer a significant loss in confidence rating was the press, but the confidence rating of the press was already at a comparatively low level. Only 28 percent of those surveyed responded that they had a great deal of confidence in leaders of the press.

Clearly, the erosion of trust is a significant problem for leaders in all organizations.

Taking the Lead to Manage Trust

As deans of students and directors of the different areas of student development services, we need to take the lead in developing and maintaining trust. As human relations experts, we should be at the forefront of this effort, exhorting and facilitating other deans and directors to analyze organizational trust and develop plans to combat mistrust.

Leaders should define a high level of trust as important to both effective performance and job satisfaction. Because trust is an elusive concept and practically difficult for social scientists to operationalize, there are few studies which lend credence to this statement. The several which do exist and the generalized, subjective conclusion of human relations experts are significant guideposts. Driscoll shows how satisfaction in organizations is determined more by the degree of trust present than by either levels of participation or people's inherent trust.[3] The Zand and Boss studies set up teams with sets of instructions; some teams' instructions were filled with high-trust assumptions, others' had low-trust assumptions. "In the high-trust teams, the norms of reciprocity included expressing differences

of opinion, stating feelings of encouragement and disappointment, sharing information, exploring ideas outside of one's own function, providing high give and take, and giving support. For the low-trust teams, the opposite was implied."[4] Both of these studies indicate that trust was the key factor in problem-solving effectiveness. These studies also show that trust may be easier both to create and to destroy than has been assumed. The level of trust is highly dependent on how norms of reciprocity develop and take hold.

Until trust is identified as an important variable to effective organizational and departmental functioning and openly discussed and evaluated, the leader's ability to accurately define problems and solutions will be limited. Leaders will need to guard against the tendency to underrate the crucial role of trust and use more convenient explanations for behavior in their colleagues, such as personality differences and the boss's actions.

After defining trust as an important variable in the equation for organizational effectiveness, leaders should attempt to measure the level of trust in their organization or suborganization.

Various instruments are available and others could be developed to assess existing perceptions concerning trust within a department, a division, and/or the college. More subjective approaches also have the potential to be useful. I recently attended a leadership workshop where one of the participants was asked to define a problem she faced and how it was solved. She described how, as a new department manager, she had been concerned with working relationships in the office. In a retreat situation she asked participants to analyze and reflect on her concern. Several staff members quickly responded that problems were due primarily to her lack of trust in them. After some reflection and soul-searching, she responded that their perceptions were correct and she

proceeded to describe why she had a certain amount of mistrust. This led to the establishment of a new sense of openness and identifying a common concern for serving students. A year later, working relationships had been significantly improved.

Understanding Trust/Mistrust

Why is something so important so difficult to build and maintain?

Louise Barnes, a professor of organizational behavior, observes that pervasive mistrust is an all too frequent phenomenon because too many managers hold three simple assumptions that, in combination, prevent trust from forming.[5]

The first assumption is that important issues fall into two opposing camps. Using analysis and discussion, managers typically narrow their alternatives into such options as act or react, centralize or decentralize, expand or retrench, and reward or punish. Not only does this limit consideration of other options, but it tends to set up the alternatives as adversaries, turning them into unions versus management, government versus business, theory versus practice, and us versus them.

The second assumption is that hard data and facts are better than what appear to be soft ideas and speculation. Once either/or choices are made, we defend our position with hard facts rather than soft feelings, hard numbers rather than soft words, and hard data and concrete steps rather than abstract possibilities. Choices supported in this way quickly acquire their own momentum, making the re-examination of other options -- as other contingencies develop -- very difficult. The training we have received gives slight latitude to do otherwise. "In management education over the last two decades, students have been taught to be utilitarians and calculators. We have been abstracting people out of management as if they didn't exist."[6]

The third assumption is that the world in general is an unsafe place, requiring that a person adopt a position of pervasive mistrust to survive. When this assumption dominates the atmosphere, situational factors are ignored, and the stage is set for either/or thinking and hard-drives-out-soft behavior. A classic negative self-fulfilling prophecy comes into play. People are treated as if they are not trusted and they respond with similar behavior. The mistrust that leaders have in their followers causes the mistrust which followers have in their leaders. In other words, people do to others what they perceive is being done to them.

Trust-Building Strategies

After determining that there is an unacceptable or undesirable degree of mistrust, strategies to build and maintain trust should be pursued. The situational character of trust confounds the development of any simple solutions or quick fixes. However, the following tentative propositions may serve as guideposts.

First, the leader should have a clear, attractive and attainable vision for the organization (or the suborganization). "We tend to trust leaders who create these visions, since vision represents the context for shared beliefs in a common organizational purpose."[7] The generic vision of the community college espoused in graduate school texts is clear and attractive, but may not be attainable. This requires that the leadership team at each community college work on a continuing basis to define that vision which is attainable.

There will always be some distance between the vision and the reality. The vagaries of political, economic and educational forces at the local level will dictate this. The weight of present difficulties, however, must not obscure or repress the hopes and dreams for a better future. A framework for articulating a creative schizophrenia where leaders can shift comfortably

between short-term realities, however challenging, and long-term visions, however lofty, is needed. Plans completed in a moment of optimism can be interpreted as broken promises when the practical roadblocks of difficult economic times are confronted. By framing our vision as somewhat tentative and within a process of constant definition, tempered by the certainty of unanticipated events, a healthier context for developing and maintaining trust will exist.

Second, leaders should have an agenda for action which is democratically developed and continuously and openly communicated. This is a means of translating the vision into day-to-day activity. Trust increases as employees throughout the organization are active participants in defining directions. The agenda for action must be regularly reviewed and, as appropriate, amended to maintain an organizational integrity and an awareness of its importance. A governance structure should be defined to facilitate this process. To enhance trust, all groups should be represented and actively involved in the ongoing decision-making process.

Community college governance structures often violate this principle. At Clackamas Community College our internal decision-making process is centered on a president's council which has representation from the classified, the faculty, the student and the management groups. This council is partially intended to raise and monitor organizational trust by making decisions through a clearly defined process. This process, which all staff had an opportunity to review and modify, is aimed at helping us:

a. Balance decentralization (broad-based involvement) and centralization (common direction).

b. Balance careful deliberation and timeliness.

c. Place every employee in the role of problem-solver.

d. Collect comprehensive information and share it openly and analytically.

e. Be flexible and creative in responding to change.

f. Deal with each other as partners in nurturing student success.

g. Maintain a system of self-improvement and continuous organizational audit.

h. Encourage a two-way flow of communication and recognize the necessity for horizontal groups that span traditional organizational boundaries.

Third, employees should be encouraged to exercise flexibility and creativity in implementing the action plan. This requires maintaining a balance between centralization and decentralization and promoting an organizational culture whereby every employee is treated as a problem-solver. Other values are implied which, if regularly reinforced, will put the vision and the agenda for action into a meaningful context. For example, every person, whether student, staff or district resident should be treated as a customer, and every staff member should be seen as a marketer for the best the college has to offer. Such values have the potential of building trust among all employees, not just between the supervisor and the supervised. Every employee becomes a trust-builder.

Fourth, leaders should demonstrate a caring attitude for those with whom they work. An open process of articulating the vision, implementing an action plan and developing shared values presents numerous trust-building opportunities. If managed effectively, the process is a holistic means of expressing a caring attitude toward every employee. Participating in a recent organizational evaluation, I discovered that a significant number of staff members were disenfranchised from the decision-making/communication process.

They never met in any staff meeting framework, they were rarely and only haphazardly asked to engage in reflecting on the vision, work plan and employee interaction. No wonder they didn't feel important! The organization was not structured to involve them or demonstrate a caring attitude. An effective evaluation system is an excellent example of a structured caring process. If it is ongoing and straightforward in addressing weaknesses and applauding strengths, there is an inherent connotation of the employee's importance. Trust-building which occurs through an organization's structured processing should be the basis for personalized expressions of caring. Leaders build trust when they learn names, people's preferences, special interests and projects. The benefits of "management by wandering around" and taking the time to listen to people's concerns is a widely accepted means of building trust, but too often assigned a lower priority in the rush of competing demands.

Fifth, the leader's positions must be clear and consistent. "We tend to trust leaders when we know where they stand in relation to the organization and how they position the organization relative to the environment."[8] Integrity, reliability, and predictability are other descriptions for this trust-building trait. Leaders must become comfortable with the ambiguity which exists between the internal environment and the external environment. At the same time, they must be in a continuing process of dispelling ambiguity by taking positions on issues and problems whose parameters are often in a state of flux. These positions should be based on a rationale which is communicated openly and based on the best available information. Developing a process with constituencies for the sharing of information as a basis for decision-making is a vital element of developing and maintaining mutual agreement. At least, it provides an answer to the always asked question,

"Why?" Comprehensive management information systems, used openly and straightforwardly, are invaluable to maintaining clear and consistent positions. Consistency of personal mood and disposition is also important. Leaders should be predictably positive, supportive, encouraging and demanding of high performance. Dramatic behavior swings are likely to create an uncomfortable ambiguity for followers which can lead to counterproductive insecurity and uncertainty. A certain amount of dynamic tension is stimulating and energizing, but this is best accomplished through ambitious performance standards and goals rather than unpredictable tirades from the leader.

Conclusion

The complexity of trust explains why it has not been widely studied or utilized as a tool for creating organizational effectiveness.

"If employees trust management -- changes are seen as indications of positive interest. In adverse conditions, almost any change is seen as threatening or 'what are they trying to do now?'"[9]

This observation underscores the importance of trust, and its elusive and situational character. It also helps explain why there has been an erosion of trust and confidence in the leaders of American social institutions. Community college presidents, deans and directors are confronted with the challenges of turbulent times. Limited resources and increasing competition from universities and corporations have contributed to adverse conditions.

As human relations experts, we must begin to develop organizational frameworks where trust is assumed to be important. We should openly explore what we know about trust with colleagues and employees. We should begin experimenting with strategies to enhance trust in our organizations (and suborganizations). We should do "trust-audits" and use the results to measure

progress and refine trust-building strategies. We should charge every employee to become a trust-builder.

The Deployment of Self

Richard D. Rowray

One of the four dimensions of a leader as defined by Warren Bennis in Leaders, The Strategies of Taking Charge is positive self-regard. As Bennis indicates, leaders know themselves. They know their worth, strengths, weaknesses, and have the ability to develop their strengths. While recognizing their strengths, they compensate for their weaknesses and keep working at developing their talents. As "self-evolvers" they exhibit a drive to expand and improve their leadership skills. As leaders they have the knack of evaluating the "fit" between their job requirements and the personal strengths and skills demanded by their position and the organization they serve. After reviewing the attribute of positive self-regard, two questions arise:

(1) Can one be a leader of others without being a leader of self?

(2) Can one be a manager of others without being a manager of self?

In order to answer these and other questions about leadership, management, and the effectiveness of operations in secondary and higher education, an on-site visit was conducted at 22 middle management operations involved in the high school-college transition process. This involved visiting 12 admissions offices and 10 school guidance offices during the 1981-82 school year. The focus during these visits was on the directors. The institutions selected are perceived as exhibiting a high level of competency that generates respect among practitioners at both levels of education. The motivation for the study was to identify (1) what makes a good operation and (2) what can be learned that will assist in the development of staff and office operations in similar institutions. The directors of the offices were asked two questions:

(1) On what do you base your success?

(2) What "tip" for personal enrichment (survival) would you offer others?

The findings are classified under three general headings based on the characteristics that appear to be present in most of the leaders interviewed and observed. These middle managers do not possess all of the characteristics in each category, but they possess a number of them in combinations that make them very successful at leading a mid-level service and in making significant contributions to their organizations. The three classifications are:

- innovators and "improvers"
- support builders
- influencers and persuaders

Innovators and "Improvers"

A dominant characteristic of the individuals interviewed and observed is that they are involved in innovation and in the process of making improvements in programs and operations. They have a deep respect for change and are risk takers; they can be classified as educational entrepreneurs. Their entrepreneurial spirit is evident in the fact that they are dealing with new ideas and are not afraid to change. There appears to be a low fear of failure and an open willingness to take risks. Their risk-taking is characterized by caution and falls on the side of safe-fail rather than fail-safe; sound judgment is used to select those areas in which they are willing to take risks. Basically they are not reactors but "prospectors," not always defending but innovating, initiating rather than resisting.

Accompanying this entrepreneurial spirit is a skill that can be described as having a time-line dimension. These individuals have a sense of being strategists and are masters at timing. They plan their innovations ahead of time and wait for the appropriate time to initiate recommended changes. They seem to possess awareness of economic as well as psychological timing. Along with being masters of timing, they are also skilled at implementation. One

common characteristic of all those interviewed is that they are list makers. They keep "to do" lists and the majority of them prioritize the items on their lists. They put their thoughts in writing. One keeps a "story board" on which notes about projects currently underway are posted.

In most cases the offices are really a center of opportunity and of openness to implementation. In those instances where we were able to observe a crisis under way, it appeared as though the offices were turning a crisis into an opportunity for improvement. In a few other instances where their ideas were being viewed as constraints, the directors were turning these into challenges. For not all innovative ideas are readily accepted; many who resist change try to block their implementation. Many of the directors visited interpreted these blockages as professional and personal challenges to be overcome; as hurdles to be crossed rather than as barriers. As ideas, contraints, crises, problems, and concerns were dealt with, it seemed as though these leaders had the knack of being "sifters." That is, they were able to shake down and sort out the necessary issues that needed to be addressed. They became sieves, containing that which did not need to be released while releasing or dealing with that which was necessary and important.

Support Builders

The second major characteristic of these individuals is that they are support builders. First, they are visible: they are visible to their staff, to the faculty and administration, and to their surrounding community. You might say that through this visibility they are involved in self-marketing as well as the internal marketing of the services which they administer. They acquire sponsorship. They have a following of people that provides them with a power base and a support base. This following or sponsorship is acquired primarily as a result of their reputations and their influence. At the same time they are also effective followers. There is a sense that they are a part

of a larger organization and even with their visibility and support group they are excellent team players. In almost every case they have an outstanding relationship with their supervisor and demonstrate the characteristic of following directions and providing support to the individual to whom they report. They also build strong client relationships. They know who they serve and how to best go about it. In every case it is evident that they are committed to the concept of service and to providing outstanding service to those individuals that their offices are designated to serve.

It also seems that they are able to solve the right problems. In solving these problems it appears as though the leader becomes a combination of negotiator, linker, and reconciler. Such leaders often play the role of a third party and bring together others that are in disagreement or those necessary to arriving at a successful conclusion to a project. In this role as third party they often achieve the results of obtaining agreement and harmony through the process of open discussion.

These folks can also be classified as "zeroers." They zero in on their targets, they have an uncanny sense of knowing what to do, and they have an intensity of focus towards a single goal: there is a single-mindedness about their efforts.

Influencers and Persuaders

The third major characteristic of these leaders is that they have the ability to influence and to persuade others. Middle managers often do not operate from a position of authority, and therefore must demonstrate a quiet power. Most administrative positions exist because of a demonstrated need to provide the services of that office. These positions, although at a mid-manager's level, carry with them some activities that encompass what could be described as the power of the position. These activities could range from

issuing tardy slips to approving those admitted to an institution. Regardless, successful leaders make and take full advantage of the full potential of their position.

They also possess a personality that can be categorized as being very persuasive. A number of these individuals can be called persuaders. Their manner and personal characteristics are very convincing. They know the "right buttons" to push and they have egos which permit them to request that small changes be made. Observation also indicates that these individuals are fair, trustworthy, very open, and personable. They also possess professional competence and skills and they know "how" in addition to why. Their skills as professional technicians in action are readily apparent.

There is also evident a characteristic that could be called character. These individuals have an approach to life similar to that of a gamesman. They respond to life and work as a game to be won, as a contest, as a challenge, and, as a result, you can sense a zest and motivation in what they are undertaking. They are what we could call "personers." They are concerned with the human development of their staff and the faculty and administrators they advise, and they seem to possess the ability to motivate.

And finally, these individuals are what we might call "classy." As Ann Landers has noted, "Everyone is comfortable with the person who has class because he is comfortable with himself." These leaders have good manners; they are slow to make excuses. They take their lumps and accept criticism with grace and make others around them very comfortable.

In summary, my findings were very similar to those of Bennis, in that those who are succeeding in today's organizations have a positive self-regard and self-respect and also a positive other regard. Further on-site visits made as opportunities arise continue to confirm these findings. As we know,

self-esteem and self-confidence are needed to derive joy, satisfaction, and happiness from life, and it follows that self-esteem is built on accomplishment and depends on achievement. It is the conclusion of this study that without the feeling that we can be effective in our behavior, genuine self-confidence and self-esteem are all but impossible. The human spirit needs to accomplish, needs to achieve and to triumph in order to be happy. The leaders observed in this study are happy and successful in what they are doing--they are innovators, "improvers," support builders, influencers, and persuaders.

1985 Traverse City Statement: Toward Mastery Leadership in Student Development Services

John S. Keyser

I INTRODUCTION

The first Traverse City Statement, Toward the Future Vitality of Student Develoment Services, listed fundamental priorities for the leaders of student development services: quality and accountability, partnerships off-campus, partnerships on campus, resource management, enrollment management and student persistence, educational technology and the integrating of student development into the educational experience. An action program, at both the local and national levels, was prescribed and detailed. The first Traverse City Statement emerged from a shared feeling of urgency about the future vitality of student development services. It was based on the conviction that, as partners with other community college leaders, student development professionals should engage in a thorough reassessment of their role in an environment undergoing constant and dramatic change. It was also based on the premise that student development professionals need to be at the forefront in influencing this change.

The second Traverse City Statement, Toward Mastery Leadership in Student Development Services, is aimed at exploring how we can be leaders "at the forefront." Leaders, by Warren Bennis and Burt Nanus, served as the conceptual framework for this exploration. Their work helped us answer these questions: Can leadership -- that ephemeral quality -- be defined? Is there a difference between a good manager and an effective leader? How can we learn to become better leaders?

II LEADERSHIP VS MANAGEMENT

The problem with many community colleges and many student development services areas is that they are overmanaged and underled. Managing is doing

things right and being efficient. Leading is doing the right things and being effective. Managers master routines. Leaders use vision and judgment to create new ideas, new policies, new methodologies. Managers operate on the physical resources of the organization, on its capital, human skills, raw materials and technology. Leaders focus attention on a vision, operating on the emotional and spiritual resources of the organization, on its values, commitment and aspirations.

Since our graduate school programs and our role models have left serious gaps in our preparation for effective leadership, all student development professionals should become students of leadership and more effective practitioners of the art and science of leadership.

We should become more skilled in creating visions of potential opportunities for our areas of responsibility. We should then direct and empower our employees to translate that vision into reality. We should learn to use power appropriately, for effective leadership depends on the wise use of power. Power enables us to translate intention into reality and make this translation sustainable.

We will become more effective in our leadership roles if we become more skilled in the management of vision, meaning, trust and self.

III ATTENTION THROUGH VISION

Vision is a fundamental characteristic of all successful leaders. They all have a well-developed mental image of a possible and desirable future for their organization or their area of responsibility. This image or vision creates a focus, an agenda and an intense concern for outcome. These visions and intentions are compelling and pull people toward them. Vision animates, transforming purpose into action and inspiring the confidence of employees.

What is our compelling vision and does it capture the attention of others? What future do we envision for our area of responsibility and for our organization?

Recommendations:

We should take responsibility for defining and refining our agenda for the future and find ways to express it enthusiastically.

We should reject the doubting and the ruminating about our reason for being, and boldly define the importance of student development services to the success of students.

Our vision should be based on helping our organizations become more accessible, adaptable and accountable.

We should believe that the student development philosophy is the community college philosophy -- and we should create opportunities to express this belief.

IV MEANING THROUGH COMMUNICATION

All successful leaders, recognizing that organizations depend on the existence of shared meanings and interpretations of reality, are able to communicate the vision. The actions and symbols of leadership frame and mobilize meaning and define what has previously remained implicit or unsaid. Leaders tend to invent images, metaphors, and models that provide a focus for attention and often consolidate or challenge prevailing wisdom. By communicating meaning, leadership creates a commonwealth of learning -- which is what effective organizations are.

What meaning do we assign to our enterprise and how do we communicate this meaning?

Recommendations:

We should find ways to more effectively communicate the importance of our areas of responsibility and align them with the overreaching goals of the college.

In so doing, we will help clarify and redefine organizational goals and directions.

We should clearly repeat the messages of meaning throughout the organization.

We should ask for an organizational citizenship from each person, and reinforce a participatory ethic where each person is a problem solver and a trust-builder.

We should help create an environment where new, and sometimes revolutionary ideas are given consideration for implementation.

We should find new ways to recognize and reward high achievers and those who contribute better ideas.

We should create positive self-fulfilling prophecies for our staff and students.

We should model teaching and learning and sharing and caring.

V TRUST THROUGH POSITIONING

Trust is the emotional glue that binds followers and leaders together. The accumulation of trust is a measure of the legitimacy of leadership. Trust is developed and maintained through positioning. Positioning is the set of actions necessary to implement the vision of the leader. If the vision is the idea, then positioning is the niche the leader establishes. For this niche to be activated, the leader must be the epitome of clarity, constancy, and reliability. By establishing the position and, more importantly, staying the course, the leader establishes trust.

How can we become more effective in managing, maintaining and developing trust?

Recommendations:

We should define high levels of trust as important to both effective performance and job satisfaction.

We should attempt to measure and analyze trust levels.

We should work to enhance and develop trust by:

- Communicating the vision and purpose of our area of responsibility.
- Having an agenda for action which is democratically developed and continuously and openly communicated.
- Encouraging staff to exercise flexibility and creativity in implementing the action plan.
- Demonstrating a caring attitude for those with whom we work.
- Being clear, consistent and reliable
- Sharing information openly and analytically

We should develop an organizational understanding that each staff member assumes responsibility for being a trust-builder.

VI THE DEPLOYMENT OF SELF

Successful leaders know themselves. They recognize their strengths and compensate for their weaknesses. They are "self-evolvers" who keep working on developing their talents and improving their leadership skills. They are enthusiastic learners, open to new experiences, seeking new challenges, and treating mistakes as opportunities for self-improvement. Another dimension of positive self-regard which is characteristic of leaders is self-discipline. They tend to put all their energies into a task, losing their sense of time and not even thinking about failure. A compelling self-regard is contagious, helping others to feel good about themselves and causing them to believe that they cannot fail. Finally, leaders tend to value a

sense of adventure and play. They enjoy their responsibilities and challenges.

How can we become more effective in the management and deployment of self?

Recommendations:

We should engage in continuous self-assessment with the aim of identifying weaknesses and overcoming them, or creatively compensating for them.

We should be actively and continuously engaged in setting and fulfilling goals of self-improvement.

We should be educational entrepreneurs, prospecting for ideas and solutions and experimenting with innovation and implementation.

We should be support builders for other staff members, visibly and enthusiastically encouraging and sponsoring others' efforts and ideas.

We should accept reasonable failure in ourselves and others and turn such incidents into opportunities for learning.

We should become more adept mediators and negotiators, working toward creative compromise and solutions to complex problems.

We should build humor, adventure, and play into the work environment.

VII SUMMARY

Through the improved management of vision, meaning, trust and self, we will become more effective leaders. The result will be the empowerment of others to translate intention into reality and sustain it. As more effective leaders, we will tend to pull rather than push people, and attract and energize them to exciting visions of the future. We will invest our work force with four critical dimensions:

- A sense of significance to the organization and in the greater

context, to the world

- A sense of growth, development and increasing on-the-job competence
- A feeling of community and being joined in a common purpose
- An immersion in the fun and the game of work

We should strive to be like the great orchestra conductor, calling forth the best that is in the organization and making each performance a learning experience which enables the next undertaking to be that much more effective. This will make us the conductors and creators of positive futures for ourselves, our staffs and our students.

1984 Traverse City Statement: Toward the Future Vitality of Student Development Services

John S. Keyser

I. Introduction

The American College Testing Program and the National Council on Student Development, an affiliate Council of the American Association of Community and Junior Colleges, convened a national colloquium on "The Future Vitality of Student Development Services in the Two-Year College," at Traverse City, Michigan, August, 1984. The colloquium was subsidized by The American College Testing Program and Northwestern Michigan College. Thirty-one two-year college student development leaders from the United States and Canada identified contemporary issues and challenges facing the profession and developed an agenda for action at both local and national levels.

The last national statement on Student Development Services in the two-year college, articulated in the Carnegie Study of the mid-'60s, was entitled *Junior College Student Personnel Programs: What They Are and What They Should Be.* Twenty-seven functions were identified which might comprise Student Personnel Services in the ideal junior college. The final report recommended a future review "... to chart new directions congruent with new circumstances."

Consistent with this recommendation and because of intervening changes in the environment, student development professionals should now reexamine program priorities, college management and leadership roles, and the future direction of the profession. Two-year colleges are serving a student population that is increasingly older, more minority, more female, more part-time, and more in need of evening and weekend services. This diverse student population also represents an increasingly diverse range in ability and preparation.

Decreases in traditional full-time student enrollment and cutbacks in federal, state, and local funding have created financial crises for many institutions. As competition intensifies for a diminishing pool of resources, many student development services may be in jeopardy. Moreover, concerns about quality and competition for scarce resources pose a challenge to the traditional emphasis on "access." Colleges have modified their egalitarian commitment of being "all things to all people," and many may be forced to redefine the traditional "open door."

These environmental challenges suggest a new urgency for student development professionals to demonstrate their contributions to the achievement of student and institutional goals. At the

same time, the technologies of the "information society" provide opportunities to be more effective and efficient in *measuring outcomes,* managing information, and enhancing the quality of learning.

The 1984 Traverse City Statement, an outgrowth of professional dialogue, reaffirms the philosophy and purpose of student development services in the two-year college, defines the major issues facing the profession, and reaches some consensus on an agenda for local and national action.

II. Philosophy and Purpose

Student development philosophy is grounded in the behavioral sciences, particularly human growth and development theory. In accord with this theory, student development professionals believe in:

- the dignity and worth of each person;
- the uniqueness of each person; and
- the opportunity for each person to realize his or her fullest potential.

The student development professional is an essential and integral member of the community of educators and, therefore, shares responsibility for creating and maintaining learning environments, providing valuable programs and services, and integrating these educational experiences to meet the life-skill needs of students and staff. The student development educator focuses on the growth of the person and provides leadership in bringing together college and community resources to achieve that end.

The student development educator designs and implements support systems to assist the college in becoming an effective educational community. These roles extend to the larger community and require addressing community needs for information, for human resources, and for recreational and cultural enrichment.

III. Major Issues and Challenges

The Traverse City participants identified the following as fundamental priorities: quality and accountability, partnerships off campus, partnerships on campus, resource management, enrollment management and student persistence, educational technology, and integrating student development into the educational experience. They then analyzed each area to determine the actions that should be taken on local campuses and through the National Council on Student Development. (The items are not listed in any priority order.)

A. Contributing to Quality Reaffirmation and Program Accountability

Educational quality is best judged according to positive and measurable student outcomes. How can student development professionals improve the quality of student learning and goal achievement while promoting and supporting the "open door" concept of the two-year college?

1. At the *local* level, student development professionals should:

   a. Participate in reviewing and redefining the college mission statement so that it is broadly understood and clearly communicated.

   b. Encourage a college-wide review of the compatibility of present resource allocations to the college's mission.

   c. Design and implement comprehensive assessment and course placement strategies to enhance student success.

   d. Develop programs and strategies to continuously upgrade professional and staff expertise and to renew their commitment to the college's mission.

   e. Work with instructional units to establish and communicate entry requirements, performance expectations, and competency-based outcomes for students.

   f. Promote evaluation of all student development programs and services to determine their effectiveness and appropriateness in meeting student and community needs.

2. At the *national* level, student development professionals should:

   a. Plan and implement leadership development programs for chief student development professionals and for potential chief student development professionals.

   b. Work with appropriate professional groups to plan and implement a recognition awards system for exemplary student development programs and for individuals who have made significant contributions to the profession.

   c. Help to improve the quality and increase the quantity of published material relevant to the

needs and issues of the student development practitioner.

d. Participate in efforts to develop, for each major student development services area, a profile of competencies and standards to guide practitioners and graduate programs.

e. Design and implement a national project to identify the elements of student success and the programs that are models for promoting student success.

B. Strengthening Partnerships With Community Constituencies

Providing services to meet changing educational needs requires that two-year colleges develop partnerships with a broad range of external agencies and groups. How can student development professionals assume a leadership role in developing and implementing these cooperative and collaborative arrangements?

1. At the *local* level, student development professionals should:

   a. Participate in developing community profiles (demographics, resources, attitudes) to assist in building linkages between the college and community constituencies.

   b. Identify effective partnership models within the community and disseminate this information for effective utilization.

   c. Assume a facilitating role in attempting to match the college mission with the needs of community constituencies.

   d. Establish and maintain active liaisons with external constituencies that serve the interests and needs of students.

2. At the *national* level, student development professionals should:

   a. Assist with the formation of a coalition of professional organizations (NCSD, ACPA, NASPA) with the purpose of implementing a plan to maximize political and educational effectiveness.

   b. Support efforts of the National Council on Student Development to collaborate with other councils of AACJC on joint programming efforts.

   c. Formulate a statement of standards and guidelines to facilitate the transfer of students to other educational institutions.

   d. Ensure the publication and distribution of information about successful "partnership" programming efforts.

C. Strengthening Partnerships With Internal (Campus) Constituencies

Community colleges now function in rapidly changing environments that challenge their capacity for creative adaptation. How can student development professionals stimulate organizational vitality?

1. At the *local* level, student development professionals should:

   a. Assume a college-wide responsibility to promote high morale and create environments that foster student and staff satisfaction and achievement.

   b. Develop close working relationships with other administrative units, particularly the instructional area.

   c. Continue to increase involvement of students in meaningful campus governance and leadership development programs.

   d. Assist in establishing a comprehensive human resource development plan designed to recruit, orient, evaluate, and develop the human resources.

2. At the *national* level, student development professionals should:

   a. Develop and participate in professional association activities that locate, study, and develop models for making students an integral part of institutional governance and leadership.

   b. Develop a national exchange program so student development professionals have the opportunity to gain experience in different colleges.

D. Creatively Managing Resources

Given increasing societal demands to be met with limited resources, resources must be creatively managed. What role should student development professionals play in meeting this challenge?

1. At the *local* level, student development professionals should:

   a. Encourage networking and partnerships both within the institution and surrounding communities, thus combining resources that expand service opportunities.

b. Explore effective lower-cost staffing alternatives—such as peer tutors/advisors, volunteer programs, part-timers, and paraprofessionals—that will not diminish quality.

c. Secure additional funding support from sources such as foundations, grants, consortia, alumni, and fund raising drives.

d. Establish institutional contracts with businesses, industries, and community agencies to share costs and eliminate duplication of services.

e. Explore fee-based services as alternative resources.

f. Utilize annual program reviews to recommend cost-effective prioritization of programs and services.

2. At the *national* level, student development professionals should:

a. Include cost-saving ideas and alternative funding ideas in a national computer-based resource center (see F.2.a.).

b. Recognize creative resource management through professional association publications and activities.

E. Creatively Managing Enrollments and Contributing to Student Persistence

Changing demographics, projected enrollment declines, and enrollment-driven budget processes make enrollment management one of the most critical issues facing community colleges. How can student development professionals promote access to the college while responding to the learning needs of the individual and varied needs of the communities served?

1. At the *local* level, student development professionals should:

a. Develop a systematic marketing process to assess community needs, and develop programs and services, delivery systems, and appropriate promotional messages to respond to these needs.

b. Design and implement research strategies to track student progress from entry to post-enrollment to reentry.

c. Maximize student success through services such as diagnostic and self assessment, course placement, orientation, academic advising, career planning, counseling, financial aid, and job and transfer placement.

d. Create a supportive environment in which facilities, policies, and procedures contribute to student satisfaction and persistence.

2. At the *national* level, student development professionals should:

a. Collect and disseminate information on comprehensive recruitment and retention plans.

b. Recommend that a national journal (e.g., the *AACJC Journal*) focus on the theme of creating campus environments that foster student satisfaction and success.

F. Using Educational Technology

Advances in telecommunications and computer technologies have the potential to improve student services. Community colleges need to incorporate these advances into the delivery of programs and services. How can student development professionals use technology for both educational and administrative purposes without compromising the human dimension?

1. At the *local* level, student development professionals should:

a. Develop a comprehensive and integrated student data-based management system to include, but not be limited to, a data-base tracking system.

b. Provide opportunities for *all staff* to become conversant and competent in the use of advanced technologies.

c. Develop automated systems to improve the delivery of services such as career exploration, course selection, job placement, transfer articulation, registration, and financial aids.

d. Develop electronic information linkages with external agencies and institutions to enhance the capacity to provide information and services to students.

2. At the *national* level, student development professionals should:

a. Develop a computer-based resource center to provide access to model programs and services, professional consultants, and software menus.

b. Identify colleges with model automated systems that facilitate student goal identification and achievement and make this information available to the public.

G. Integrating Student Development Into the Educational Experience (Editor's Note: Submitted by the Maryland Deans of Students)

Throughout the past two decades, student development professionals have placed great importance on their leadership role in facilitating student development as part of students' educational experiences. This challenge emphasizes collaboration with faculty and other campus educators to incorporate student development concepts into the college mission, academic program competencies, co-curricular programs, and, ultimately, course objectives. The increase in the diversity of student populations and student needs and the resultant diversity of academic programs call for innovative and heightened efforts. How can student development professionals make two-year colleges more effective at integrating student development into the educational experience?

1. At the *local* level, student development professionals should:

   a. Assume leadership roles in integrating student development concepts into college missions and expected student outcomes.

   b. Assess student needs in terms of student development.

   c. Provide for student development through co-curricular programs.

   d. Collaborate with instructional leaders in integrating student development competencies into academic programs and courses.

   e. Enhance their own knowledge and competencies in student development.

2. At the *national* level, student development professionals should:

   a. Work with national professional organizations to provide programs on facilitating student development in two-year colleges.

   b. Encourage and assist graduate training programs to incorporate and emphasize knowledge and skills in both pure and applied student development theory.

   c. Help to improve the quality and increase the quantity of published materials on the application of student development theory in two-year colleges.

   d. Recommend that a national journal (e.g., the *AACJC Journal*) focus on the theme of integrating student development into the total educational experience.

   e. Identify colleges that have made significant efforts in this area and make this information available.

IV. Summary

This Statement emerged from a shared feeling of urgency about the future vitality of student development services. It is based on the conviction that, as partners with other community college leaders, student development professionals should engage in a thorough reassessment of their role in an environment undergoing constant and dramatic change. It is also based on the premise that student development professionals need to be at the forefront in influencing that change.

This Statement is only a beginning, designed to provide community college leaders with an impetus and a framework for debating the issues and challenges ahead. Although the Statement constitutes an ambitious plan of action for the student development professional and needs refinement if it is to serve as a guidepost for the practitioner, we hope that the Statement will impart to student development professionals throughout the country the sense of renewal, commitment, and energy with which it was written. If this energy is sustained and applied, the future of student development services in two-year institutions holds great promise.